

## Chapter 4

# Public Involvement and Consultation

*Public involvement and consultation efforts were ongoing throughout the process of preparing this general management plan. Public involvement methods included Federal Register notices, news releases, public meetings and workshops, invited presentations at special interest group meetings, individual meetings with interested publics, newsletter mailings, and website postings. An extensive level of public involvement was deemed necessary for the success of the planning project. This chapter provides information about each public involvement period and summarizes public comments received by the NPS during each phase. It also provides a summary of public comments and ideas related to specific projects and programs that can be used to implement the general management plan.*

A “notice of intent” to prepare a environmental impact statement / general management plan for Minidoka Internment National Monument was published in the *Federal Register* on April 24, 2002 (Volume 67, Number 79, page 20163). In the spring of 2002, the NPS organized an interdisciplinary planning team consisting of staff at Hagerman Fossil Beds National Monument, staff at the NPS Pacific West Region, and subject area experts from Idaho and Washington to begin the first general management plan for the national monument.

Preceding the formal planning process, NPS staff in Idaho and Washington conducted informational meetings about the national monument with potential stakeholder groups, organizations, various government entities, and individuals during the spring, summer, and early fall of 2002. This extra level of public involvement was deemed necessary given the nature and sensitivity of the national monument’s history, the speed in which the national monument was established, and the national monument’s remote location. Additionally, former

internees and their families live in numerous cities and towns throughout Washington, Oregon, and Alaska. The NPS determined it was necessary to outreach to these geographically diverse communities, because they wanted to hear from the people that were the principal subjects of the national monument. The NPS also conducted informal meetings with local and adjacent landowners as well as local and federal government officials. Approximately 50 meetings were held in Idaho, Washington, Oregon, and Alaska during this time, and a total of approximately 1000 people were contacted.

The majority of people who attended these meetings were former internees and their family members from the Nikkei community. Meetings were held in local meeting halls, churches, and locations familiar and convenient for community members. The purpose of these meetings was to introduce the NPS to these groups, describe the national monument’s conditions and how it became an NPS unit, discuss the GMP/EIS process, and develop relations with these community groups and individual

*A former internee returning to Minidoka during the Pilgrimage. June 2004. NPS Photo.*



*Public scoping workshop in Eden. November 2002. NPS Photo.*

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*“Your story should be told in every classroom and remembered in the halls of government in every generation. Your story reminds us of the mistakes of the past so that we do not repeat them. But it also reminds us of the strength of the human spirit. It reminds us that we are one people . . . all Americans—regardless of color, religion, or ethnic background. And it reminds us of the freedoms and opportunities that we must always cherish.”*

*- Idaho Governor, Dirk Kempthorne, declaring February 19 an Idaho Day of Remembrance*

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stakeholders. Through these meetings, the NPS was able connect with large numbers of people who were directly and indirectly impacted by Minidoka during World War II. Additionally, community members provided suggestions about when and where to hold the formal public scoping workshops, so as to attract a wide variety of interested individuals. These informational meetings established an invaluable foundation for the formal public planning process.

The first official public engagement period began with scoping in the fall of 2002. The NPS published and mailed 4,600 newsletters, conducted nine public workshops in Idaho, Washington, and Oregon, and received comments during a 90-day public comment period. Following public scoping, a second newsletter was released to the public which summarized the public comments.

The second public engagement period, an additional step in the formal planning process, was the implementation of draft alternatives public workshops and a 90-day comment period held in July and August of 2003. A newsletter was distributed to the public that summarized the draft alternatives. Eleven public workshops introduced the draft alternatives to the public, and the NPS received public comments that assisted in refining the alternatives.

The final phase of public engagement was 90-day comment period on the *Minidoka Internment National Monument Draft General Management Plan/ Environmental Impact Statement* during the sum-

mer of 2005. 4,600 newsletters that summarized the draft GMP/EIS and 900 copies of the draft GMP/EIS were mailed to the public. The NPS held ten public meetings in Idaho, Washington, Oregon, and California.

In June 2006, the *Minidoka Internment National Monument Abbreviated Final General Management Plan/Environmental Impact Statement* was released to the public. The abbreviated final GMP/EIS included changes made to the draft GMP/EIS, a summary of public comments received during the draft GMP/EIS public comment period, and NPS responses to substantive public comments.

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## Public Scoping

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The official public process began in October 2002 when the NPS produced and mailed Newsletter Number 1 to approximately 2,000 people on the national monument’s mailing list. Another 2,500 newsletters were sent in packets to organizations, libraries, and public locations in Idaho, Washington, Oregon, Alaska, California and at potential stakeholder groups in cities throughout the U.S. The newsletter announced the establishment of the national monument, the function of the GMP/EIS, and an outline of the planning steps including dates, time, and locations for the public workshops. The primary purpose of the newsletter was to encourage participation and comment on critical issues that should be addressed in the GMP/EIS.

The newsletter contained a business reply questionnaire that asked six questions related to the national monument's purpose, significance, interpretive themes, desired future conditions, and general issues and concerns. Information about the planning process, scoping, and opportunities for involvement were posted on the NPS website ([www.nps.gov/miin](http://www.nps.gov/miin)).

Local and regional newspapers and radio stations throughout the planning area were used to disseminate information on the GMP/EIS, planning process and the draft alternatives. A *Federal Register* notice, dated November 19, 2002 extended the scoping period until December 31, 2002 due to the extent of public interest. Ads were placed in the following newspapers: *Argus Observer*, Ontario, Oregon; *Bainbridge Island Review*, Bainbridge Island, Washington; *Oregonian*, Portland, Oregon; *Post-Intelligencer*, Seattle, Washington; *Seattle Times*, Seattle, Washington; *Times-News*, Twin Falls, Idaho, and *Yuuyake Shimbun*, Portland, Oregon. Short articles were published in the following community newsletters: Buddhist Temple, Seattle, Washington; Japanese Baptist Church, Seattle, Washington; Nisei Veterans Committee, Seattle, Washington; Japanese American Citizens League, Portland Chapter, Oregon; and the Wing Luke Asian Museum, Seattle, Washington. Press releases were prepared and mailed on October 21, 2002, by the NPS, Pacific West Region- Seattle Office.

## Workshops

The NPS held nine public scoping workshops in Idaho, Washington and Oregon in November 2002. The workshops began with an open house and presentation and then transitioned into small facilitated groups. Workshop participants were asked about the purpose, significance, issues, and their ideas related to Minidoka. Meetings were held in Eden, ID; Twin Falls, ID; Ontario, OR; Bainbridge Island, WA; Seattle, WA; and Portland, OR. 227 people attended the meetings overall.

## Written Comments

Approximately 225 written responses were collected through e-mails submitted to the project Inbox: [MIIN\\_GMP@nps.gov](mailto:MIIN_GMP@nps.gov), the business reply questionnaire inserts in the newsletters, written letters, and packets of information that were mailed to the



*Planning team members, Lilly Kodama and Rene Senos, at Mimidoka during wintertime. November 2003. NPS Photo.*

NPS at the Hagerman Fossil Beds NM headquarters. The vast majority of written comments were received from Idaho, Washington, and Oregon. Additionally, comments were received from throughout the U.S., including 27 from California; 16 from New York; 8 from Texas; 6 from Ohio; 5 each from Arizona, Maryland, and Pennsylvania; 4 each from Illinois, Florida, Minnesota, Missouri, and Wisconsin; 3 each from Kansas, Massachusetts, and Utah; 2 each from Colorado, Indiana, Louisiana, MI, Nevada, New Hampshire, New Jersey, South Carolina, Vermont, and Virginia, and 1 each from Alaska, Georgia, Kentucky, Montana, North Carolina, Puerto Rico, South Dakota, and Tennessee.

## Summary of Scoping Comments

The following summary of comments was published in the second newsletter that was produced and mailed to the public in March 2003. The purpose of this newsletter was to summarize both the written and verbal comments received during the scoping period and that should be addressed in the GMP/EIS planning process.

The comments received covered a broad range of issues, concerns, personal experiences, and recommendations for the national monument. When compiled, over 120 different comments or ideas were represented. Because various statements or ideas were mentioned repeatedly, similar comments are stated once, but the number of times a particular point was made has been tabulated. This method highlights the comments that people stated were most important and needed to be addressed at the national monument. However, each comment was recorded and an attempt was made to incorporate all concerns and ideas into the public scoping summary. All the input was very useful to the planning team and was utilized in the development of the GMP.

The following summary provides a description of the public comments received by the NPS during the scoping phase of the planning project.

**Table 5: Public Scoping Workshops 2002**

Location	Date	Attendance
Eden, ID		
Senior Citizen Center	11/12/2002	10
Twin Falls, ID		
College of Southern Idaho	11/13/2002	23
Ontario, OR		
Four Rivers Cultural Center	11/14/2002	10
Bainbridge Island, WA		
Bainbridge Island Commons	11/18/2002	24
Seattle, WA		
Nisei Veterans Hall	11/19/2002	42
University of Washington	11/19/2002	12
Japanese Baptist Church	11/20/2002	26
Seattle Buddhist Temple	11/21/2002	23
Portland, OR		
Oregon Nikkei Legacy Center	11/22/2002	57
	<b>TOTAL</b>	<b>227</b>



Public scoping workshop at the Oregon Nikkei Legacy Center in Portland. November 2002. NPS Photo.

## Issues and Concerns

### Interpretation of the Internment and Incarceration Story

The vast majority of comments related to how the Minidoka internment and incarceration story should be interpreted and presented to the public. Most of the public thought the national monument is an important piece of America's history that must be effectively interpreted. Many of the respondents felt there are misconceptions and a general lack of understanding on behalf of the public regarding the internment and incarceration story.

The overriding sentiments highlighted the national monument's importance of conveying the message that internment and incarceration was a mistake and a major violation of constitutional and civil rights. The majority of respondents felt the site

should provide an accurate depiction of the plight of Nikkei and resident aliens during this period in American history. Commenters thought Minidoka should be portrayed as it was – an internment camp or concentration camp, not a summer camp. Many felt Minidoka was a concentration camp, while others believed that term was inaccurate. Regardless, most agreed Minidoka was a place where lives were forever changed as a result of racism, prejudice, politics, economics and wartime hysteria.

The public consistently mentioned that interpretation must provide insight into the Nikkei experience before, during and after internment and incarceration. They wanted it made clear that prior to internment and incarceration these were hard-working people – the majority of whom were American citizens. Many had made significant contributions to their communities and their country over many decades. After the bombing of Pearl Harbor, they were forced to abandon all they had worked for and were incarcerated in an unfamiliar and desolate place.

Many from the public stated it is important for the national monument to explain the Nikkei culture and to convey why they reacted the way they did. Former internees described how they were raised in a culture where authority was not questioned. At the time, no one suspected the internment and incarceration ordeal would be as trying or long lasting. As a result of internment and incarceration, many families suffered significant financial losses.

*“I hope Minidoka will be a place where people find another story of the war and broaden their points of view.” -Public Comment*



*Public scoping workshop in Twin Falls. November 2002. NPS Photo. (Top)*



*Public scoping workshop on Bainbridge Island. November 2002. NPS Photo. (Bottom)*

Internees thought the NPS should accurately describe how internment and incarceration affected people in different ways. Many expressed that it is important for people to understand that for *Issei* (Japanese immigrants) and *Nisei* (American first born generation), the internment and incarceration experience was wrought with hopelessness and uncertainty. They described how internment and incarceration resulted in the deterioration of the family unit. Their daily lives and routines were altered. Meals were not eaten together. Many recall the psychological impact that the decline of traditional mother/father roles had on their parents. However, some of the former internees described the experience as some of the best days of their lives, where the breakdown of family structure provided ample opportunity for socializing and fun. Many people stated that the camps brought Nikkei together.

The public often mentioned how internees made the most of a difficult situation. In the camps a variety of art forms flourished including literature, painting, crafts, and furniture-making. Internees also made significant advancements in farming and agricultural practices and aided local farmers. Some referred to the cleared land and agriculture seen at the site today as the legacy of the camp's internees.

Comments conveyed that in spite of their circumstances, the vast majority of internees remained patriotic Americans. Many of the respondents thought that it is very important the Minidoka story include the contributions of the 100<sup>th</sup>/442<sup>nd</sup> Regimental

Combat Team, Military Intelligence Service, and Nikkei in the Women's Army Corps. They cited the fact that the 442<sup>nd</sup> is the most decorated unit in American military history, for its size and length of service. Compared to other camps, disproportionately large numbers of Minidoka men and women volunteered for military.

Others thought that it is important that the federal government's loyalty questionnaires and the story of the "No-No" boys be presented. The public consistently stated the impact the questionnaires (questions 27 and 28) had on internees. The confusion, misunderstanding and differences of opinions associated with the questionnaires resulted in the separation of families and removal of many Minidoka internees to Tule Lake Segregation Center in northern California.

Several respondents believed there is a need for the Minidoka story to include all who were impacted by internment and incarceration, including camp staff, their families, military personnel, area farmers and the outlying community. Several people recalled how sympathetic Caucasians and Nikkei who were not in the camps helped the internees. Others stated it is important to tell the story of what happened to the camp buildings and land after the camp was abandoned.

Many thought that it is important to convey how after the internment and incarceration, Nikkei went on to lead successful and productive lives. Some internees mentioned that internment and incarceration actually opened up new opportunities for

Nikkei, and that it had positive affects as well. Other internees wanted the NPS to express the sacrifices that these generations of Nikkei made for the betterment of future generations. Several people suggested the internment and incarceration story include the presidential apology and Redress.

Many members of the public felt strongly that the national monument and the internment and incarceration story must also include many perspectives presented in the context of World War II. Some individuals expressed concern that interpretation fully describes the historical context of the internment and incarceration, including the rationale and justification that the federal government used during the historic period. Some individuals also believed that the internment and incarceration was fully justified, stating that it was necessary for the protection of the Nikkei community and to ensure national security during wartime.

A few people felt strongly that there should be no national monument at all. They stated that numerous World War II camps and bases have not received the same recognition.

### The Message

Of utmost importance to the public was the need for the internment and incarceration story to relate to modern day issues of individual freedom and civil rights. Many stated that Minidoka should stand in testament to how critical it is for all Americans to uphold the ideals that form the foundation of

our democracy and to understand the fragility of democracy. Numerous respondents expressed concern that if the nation isn't vigilant, America could very easily repeat the same mistake. Parallels were drawn between the experiences of Nikkei during World War II and those of Muslim and Arab Americans today.

### Recollections of the Minidoka Relocation Center

Even after the passage of some 60 years, there were many images that remained vivid in the minds of former internees. When asked to recall significant aspects of the camp, barbed wire fencing, guard towers, barracks, and armed guards were the elements of everyday life that they most remembered. Others recalled less ominous elements of the camp such as the canal and the swimming hole. Several people described how normal aspects of everyday life continued despite incarceration, including births, marriages, and deaths. Others described how community and school activities played a major role in people's lives. Sports, music, dances, theatrical performances and community government were common activities.

### Cultural Resources

Many of the former internees referred to the site as hallowed ground, where the need to protect existing resources is of great importance. Time and time again, the public stated how important it is to capture oral histories while there is still time.

***“Liberty and freedom are not to be taken for granted; there must be constant vigilance in safe-guarding civil liberties.”***

***-Public Comment***

***“Minidoka is not only concerned with Japanese American people but also with all American people.”***-Public Comment

***“The significance statements must emphasize the historic context of the internment, that it was found constitutional by a misguided legal system, that these cases were subsequently overturned, that the entire Japanese American community is vitally concerned that it would never happen to another group again and how ultimately, the Congress and the President saw fit to apologize and provide restitution.”***-Public Comment

*“The site should preserve all threads that made the site what it was- governmental, moral, ethical, cultural, social, etc. and should be interpreted in an honest way without sacrificing or sparing the visitor of any crucial emotional or political aspects.”*

*-Public Comment*

*“Try to include information about the nation’s perceptions of Japanese Americans; you must balance the need of explaining the mindset that allowed internment without seeming to excuse or justify it.”*

*-Public Comment*

*“The stories of the so-called, ‘No No Boys’ should not be overlooked. They represent some very courageous and principled young adults who suffered a second layer of injustice for their questioning the definition of ‘loyalty.’”*

*-Public Comment*

## Visitor Experience

The public recognized that the site’s remote location presents unique challenges. First and foremost, those that had visited Minidoka agreed that the signage and way finding to the site needs significant improvement. In addition, the public thought the NPS should define how it is going to draw people to visit the site. Several respondents mentioned the lack of nearby lodging or camping for potential visitors.

The public consistently stated the need to provide a variety of educational experiences for visitors of all ages. Most thought education and learning should be the primary mission of the national monument. Others felt the national monument should be a place of emotional healing.

Former internees suggested that modern improvements – including roads and buildings not present at the camp during internment and incarceration – make the camp unrecognizable. Others thought the 72.75 acres is insufficient to properly portray the camp and to interpret the national monument.

A few of the respondents didn’t want the site to change at all. They thought the landscape and national monument is appropriate as it presently exists.

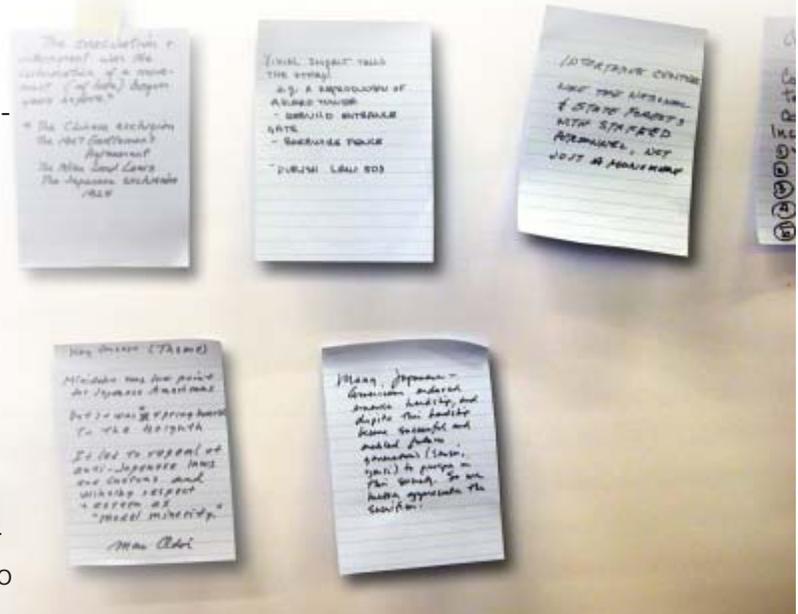
## Facilities

The size and design of the potential new national monument facilities were of concern to

several respondents. They thought that it is important that the building(s), site improvements and parking facilities should be appropriate for the site and not intrude upon or impact the remains of the camp.

Several members of the community expressed concerns about how the national monument might impact their life styles or inconvenience the adjacent residents. They were particularly concerned about any potential changes to existing access and traffic generated by the national monument. Specifically, respondents did not want the flow of traffic restricted for area residents living around the national monument, as well as agricultural traffic that uses Hunt Road.

*Public comments at a scoping workshop.*



## Collections

Former internees mentioned that they have artifacts and memorabilia to donate. Some of these potential donors indicated a desire for their collections to remain connected and accessible to former internee families and communities. Some thought the national monument should establish a plan for artifact preservation, and what should be exhibited and used for interpretation. (An Interim Scope of Collections Plan was approved in June 2004.)

## Connections Off-Site

A number of people thought it is important to make the connection between Minidoka and the other camps and assembly centers so people understand the whole story. Another issue was how to tell the story off-site in Seattle, Portland and other parts of the country where people were heavily affected by internment and incarceration.

## Environmental Issues

The public raised questions regarding water quality, water sources, the historic, present and future use of water, and the rights associated with surface water and groundwater at the site. It was suggested that historic uses or activities may have included underground fuel storage, chemical storage, coal disposal, septic and wastewater treatment, and dumping. Inquiries were also made concerning potential contaminants and the environmental impacts historic uses had on groundwater and soil at the site.

## Operations/Management

There was general concern over how to protect the site's resources. Many thought the national monument should have a full-time onsite staff to watch over the property and perform routine maintenance. Several people expressed concern over vandalism and defacing the national monument.

Area residents emphasized the lack of utilities and community services available in the area. The availability of water, fire protection and emergency medical services were particularly worrisome.

Other less frequently mentioned issues ranged from the need to advertise the national monument to concern over adequate funding to develop and maintain the facility. Several people suggested that a coordinated effort to preserve all the camps should be initiated so that individual internment and incarceration sites will not compete for funding and political capital.

Residents in eastern Jerome County and adjacent landowners expressed concerns about impacts that the national monument will have on their property, life style and community. Several adjacent landowners were especially concerned that any significant increase in visitation and development at the site would create conflicts between visitors, their private property, agricultural activities, vehicular traffic, and a general negative impact on their existing way of life. Some stated that they already experience trespass from visitors onto their property and those conflicts and divergent uses would only increase as the national monument develops.

*“The site should preserve all threads that made the site what it was- governmental, moral, ethical, cultural, social, etc. and should be interpreted in an honest way without sacrificing or sparing the visitor of any crucial emotional or political aspects.”*

*-Public Comment*

*“Try to include information about the nation's perceptions of Japanese Americans; you must balance the need of explaining the mindset that allowed internment without seeming to excuse or justify it.”*

*-Public Comment*

*“The stories of the so-called, ‘No No Boys’ should not be overlooked. They represent some very courageous and principled young adults who suffered a second layer of injustice for their questioning the definition of ‘loyalty.’”*

*-Public Comment*

*“Minidoka was part of my childhood, I would like to see my grandkids understand what happened there, not have it forgotten.” -Public Comment*

## Partnerships

Some people expressed concern over how the national monument will cooperate with and impact the Jerome County Historical Society and the Idaho Farm and Ranch Museum.

## Suggestions

The public had many suggestions about how the Minidoka internment and incarceration story should be presented at the national monument. These suggestions ranged from broad management proposals to specific ideas for programming and displays. Almost all agreed that a visit to Minidoka should be a memorable and educational experience.

## Visitor Experience

Time and time again, we heard how the Minidoka story should personalize the experience of the internees. Some stated they want to be sure the visitor is emotionally impacted by what they learn during their visit.

Several people suggested the internees’ arrival experience should be replicated for the visitor utilizing buses. People felt the gated entry should be clearly expressed to the visitor. The remains of the camp check-in (military police building and reception building) could be restored and used as part of the arrival experience.

Most people thought the national monument should provide a diversity of visitor experiences, including self guided interpretive trails, and walking,

bus, and driving tours. A visitor center, a partial reconstruction of the camp, interpretive signage and memorials were also frequently suggested. Some of the respondents wanted the national monument to provide a living history component.

A few individuals wanted the ‘complete story’, which was typically a reference to the arguments that supported the internment and incarceration actions.

Some people requested that information be provided in Japanese as well as English.

## Visitor Center

The vast majority of respondents stated it is important that the national monument include a year-round visitor center. The public’s vision for the visitor center was quite diverse and included facilities common and uncommon to national monuments. Some of the suggested facilities included a museum, a library, a conference center, a race relations research center or an Asian American think-tank.

Specific recommendations for the center included artifact displays, photographs, interpretive exhibits, audio-visual programs (documentaries), and a scale model of the camp. The public suggested the interpretive programs be updated regularly so visitors will want to return. Some wanted a website created to obtain information from former internees. Several people suggested the visitor center incorporate the latest computer simulation and virtual reality capabilities – possibly providing a virtual

tour of the camp as it existed during WWII, complete with howling winds and frigid temperatures.

## Camp Reconstruction

Most of the public agreed the national monument visitor should get a sense of the physical size and look of Minidoka without complete reconstruction of the entire 33,000-acre camp. However, there was an array of reconstruction ideas for the 72.75-acre site. The public thought that the facilities should be appropriate for the site, nonintrusive, and not impact the remains of the camp.

The vast majority of comments addressed how important it is for the visitor to get a feel for the camp as it existed during the historic period. Many felt the need for an authentic experience where the visitor gets an accurate understanding of the day-to-day life and routines in the camp, including



Public scoping workshop at the Nisei Veterans Hall in Seattle. November 2002. NPS Photo.

the methods used to create a semblance of normalcy, cramped conditions, schools, and poor medical attention. Many of the internees recalled the food with particular disdain, saying their diet consisted of foods (Vienna sausages, mutton) that were unfamiliar to Nikkei.

Time and time again, the respondents expressed the importance of having a barrack or even a complete reconstruction of a block of barracks to depict the typical living conditions. They felt the barrack(s) should be complete with a potbellied stove, cots, clotheslines, and cracks between the tar paper walls and plank flooring. In addition to the barracks, many described the crude communal restroom facilities as a critical component to the depiction of camp living.

Many people made suggestions for additional uses of the reconstructed barracks. These uses included NPS staff housing, guest housing, conference housing, and a Boy Scout camp.

## Significant Camp Features to be Restored

Many of the former internees recalled features or aspects of the camp that were significant and which they felt should be considered at the national monument. These features included the guard towers, root cellar, swimming hole, water tower, and the barbed wire fence.

## Honor Roll, Garden and Cemetery

Of importance to the public was the reconstruction of the honor roll in its original location. Others felt

*“The site should be paved over with no markers or plaques, just like all the old abandoned military camps.” -Public Comment*

*“Don’t forget to tell the stories of the area’s residents and how they viewed Hunt and the Japanese. An ‘outside looking in’ aspect is important to discover and interpret.” -Public Comment*

*“Future generations are stronger if they know and understand what happened in the past.” -Public Comment*

*“Please consider how the site will serve future generations and will be able to adapt to changing times beyond our lifetime.” -Public Comment*

*“The area surrounding the site looks so lush and green with irrigation and prosperous crops. It didn’t look like that when my people came.”-Public Comment*

*“My greatest concern would be to make sure the history and the stories are captured.”-Public Comment*

*“A provocative and vigorous education program should be undertaken by the National Park Service to impress the public, particularly those living in the greater Pacific Northwest, and school administrators, that Minidoka is a place worth visiting... and a place for reflective education.”-Public Comment*

*“Fill up a barracks room with five cots, straw-filled mattress bags, our clothing, and have them see how much living space was left.” -Public Comment*

the national monument should include a memorial listing all who were incarcerated at Minidoka. Example monuments suggested include the Japanese American Historical Plaza in Portland and the Vietnam Veteran’s Memorial in Washington, D.C. The public also felt it is important to reconstruct the garden and to establish a place for quiet reflection and meditation. Another recommendation was that the national monument permanently displays an American flag at half-staff.

### National Monument Facilities

The public suggested a variety of facilities they wanted to include at or near the national monument. Many thought it is important to provide overnight lodging nearby such as motels or RV/tent campsites. A few respondents suggested the national monument include a gift shop, restaurant



*Public scoping workshop at the Oregon Nikkei Legacy Center in Portland. November 2002. NPS Photo.*

and outdoor picnic area. Some people disagreed, saying they don’t want the site commercialized with vending or other amusements.

### Partnerships and Outreach

Many of the respondents made suggestions for possible partnership opportunities. Suggested partners included the Wing Luke Asian Museum, Densho Project, Japanese American National Museum, Jerome County Historical Society and Idaho Farm and Ranch Museum, Four River’s Cultural Center in Ontario, Oregon Nikkei Legacy Center, University of Washington and University of California at Davis. The public repeatedly stated how little younger generations of Americans know about the internment and incarceration story and the existence of the camps. They emphasized how important it is to bring the internment and incarceration story to the classroom, not only for school children near the national monument, but as an essential component of the curriculum of all American children.

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## Draft Alternatives Public Process

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The Draft Alternatives public process was an additional step to ensure the public fully comprehended the range of draft alternatives and was able to comment effectively on these draft alternatives. A primary purpose of this additional formal public

process was to understand the public's concerns and preferences with regard to the range of draft alternatives and to assist the planning team in refining the draft alternatives and selecting a preferred alternative.

The official draft alternatives public process began in July 2003 when the NPS produced and mailed Newsletter Number 3 to approximately 2,500

*“Every person should feel he’s worthwhile and productive. No person should be shackled with a feeling of guilt without reason.”*  
-Public Comment



*Paper flowers made by internees. Circa 1944. National Archives.*

*“As one not of Japanese descent, but someone who cherishes history... the preservation of historical artifacts and documentation would be the top on my ‘must be done’ list.”*

*-Public Comment*

*“ It may also makes sense to replicate certain significance elements of the original camp that may no longer exist.”*

*-Public Comment*

*“I like the idea of having on-site interpretive staff to explain what happened to us during the war years.”*

*-Public Comment*

*“You need to be aware there will be big expenses to start and several years of struggles. Southern Idaho could use such a site. Need good signs and pamphlets to draw visitors.”-Public Comment*

people on the national monument’s mailing list. Another 2500 newsletters were sent in packets to organizations, libraries, and public locations in Idaho, Washington, Oregon, Alaska, California and at potential stakeholder groups in cities throughout the U.S. Information about the planning process, the draft alternatives, and opportunities for involvement were posted on the NPS website ([www.nps.gov/miin](http://www.nps.gov/miin)).

The newsletter fully outlined the concepts and actions in the draft alternatives, actions in the common to all draft alternatives, and proposed management zones. The newsletter also contained draft statements on the national monument’s purpose, significance, and interpretive themes. A planning schedule including dates, time, and locations for the public workshops invited public participation and comments on the range of draft alternatives. The newsletter contained a business reply questionnaire that asked the public to comment on the four draft alternatives.

Local and regional newspapers and radio stations throughout the planning area were used to disseminate information on the GMP/EIS, planning process and the draft alternatives. Press releases were prepared and mailed on July 7, 2003, by the NPS, Pacific West Region- Seattle Office. Press releases were provided to the same print and broadcast media as during the scoping process. Ads were placed in the following newspapers: *Argus Observer*, Ontario, Oregon; *Bainbridge Island Review*, Bainbridge Island, Washington; *International Exam-*

*iner*, Seattle, Washington; *North American Post*, Seattle, Washington; *Oregonian*, Portland, Oregon; *Post-Intelligencer*, Seattle, Washington; and *Seattle Times*, Seattle, Washington. Short articles were published in the following community newsletters: Nisei Veterans Committee, Seattle, Washington; Japanese American Citizens League, Seattle Chapter, Washington; and the Oregon Buddhist Temple, Portland, Oregon.

## Workshops

The NPS held eleven draft alternatives public scoping workshops in Idaho, Washington and Oregon in July and August 2003. Workshops were held in Eden, ID; Twin Falls, ID; Ontario, OR; Sea-Tac, WA at the Minidoka Remembered Reunion: Bainbridge Island, WA; Seattle, WA; and Portland, OR. 217 people attended the workshops overall.

During the workshops, the NPS asked the public seven questions about their ideas and issues related to the contents of four preliminary alternatives. The seven questions were:

- How should we focus education and outreach efforts?
- What level of visitor services do we want to provide?
- What facilities are necessary for visitor use, e.g., buildings, exhibits, trails?
- To what degree do we rehabilitate or reconstruct on-site historic features?

- Do you support protecting, acquiring, and rehabilitating off-site cultural resources?
- How do we manage car, foot, and commercial traffic?
- How can we work with the county and local landowners to protect the rural landscape?

The discussions were led by a facilitator in small groups, aided by posters listing each question and how each alternative responded to the question. For example, Question #1 was “How should we focus education and outreach efforts?” Underneath the question, Alt. A read, “Continue existing level of education and outreach. Increase efforts as funding allows.” Alt. B read, “Focus on off-site education. Provide minimal on-site education and outreach.” Alt. C read, “Focus on on-site education. Provide some off-site education and outreach.” Alt. D read, “Intensively focus on on-site education. Provide some outreach and off-site education.” This method assisted discussions by providing conceptual information about the alternatives; it also helped participants develop their own individual ideas about the alternatives.

For a description of the draft alternatives that were discussed during this public involvement phase, see Newsletter 3: Draft Alternatives July 2003.

## Written Comments

Approximately 50 written responses were collected from e-mail messages sent to the project Inbox: MIIN\_GMP@nps.gov, newsletter questionnaires,

and letters that were sent to the NPS at the Hagerman Fossil Beds NM headquarters. The vast majority of written comments were received from Idaho, Washington, Oregon. Additionally, comments were received from throughout the U.S., including 8 from California, and 1 each from Alaska, Arizona, Illinois, Louisiana, Massachusetts, Missouri, New York, Ohio, Texas, and Virginia.

A significant component of the written comments was developed by a University of Washington preservation planning graduate class called the “Planning for the Preservation of Minidoka Internment National Monument Summer Studio 2003.” The students conducted a site visit to Minidoka and

**Table 6: Public Draft Alternatives Workshops 2003**

Location	Date	Attendance
Eden, ID		
Senior Citizen Center	7/28/2003	12
Twin Falls, ID		
KMVT TV Community Room	7/29/2003	11
Ontario, OR		
Four Rivers Cultural Center	7/30/2003	14
Sea-Tac, WA		
Minidoka Remembered Reunion	8/01/2003	55
Minidoka Remembered Reunion	8/02/2003	55
Bainbridge Island, WA		
Bainbridge Island Commons	8/04/2003	10
Seattle, WA		
Nisei Veterans Hall	8/05/2003	14
REI	8/06/2003	2
Seattle Buddhist Temple	8/07/2003	11
Portland, OR		
Oregon Nikkei Legacy Center	8/14/2003	16
Oregon Buddhist Temple	8/15/2003	17
	<b>TOTAL</b>	<b>217</b>

***“My concern is that it was truly a concentration camp and not to be labeled just a relocation center.”***

*-Public Comment*

***“The site should represent in some way the original structures, boundaries, and environment, perhaps through partial reconstruction based on archives.”*** -Public Comment

***“Physical objects such as barracks ,guard structures, wire fences, communal bath house, community dining halls, and the barren setting in which they were set should be preserved as a reminder that it is more than just a story.”***-Public Comment

***“There is no doubt that visual elements will have the most profound impact on visitors.”*** -Public Comment

studied the history of Minidoka and the range of alternatives. They produced a booklet that included their analyses, schematic drawings and plans for the monument. Their comments are included as part of the public record and are included in the following summary of public comments.

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## Summary of Draft Alternatives Public Comments

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The comments on the draft alternatives covered a broad range of topics, issues, and recommendations for the national monument. When compiled, over 375 different comments or ideas were represented, with a total of 1,600 individual comments provided overall. Because various statements or ideas were mentioned repeatedly, similar comments are stated once, but the number of times a particular point was made has been tabulated. This method highlights the comments that people stated were most important and needed to be addressed at the national monument. However, each comment was recorded and an attempt was made to incorporate all concerns and ideas into this summary.

The following summary is organized by topics that have been addressed for each alternative in the draft GMP/EIS. The topics are: Education and Outreach, Cultural Resources, Visitor Facilities, Access and Circulation, Land Protection and Boundaries,

Operations and Management, Partnerships and Outreach, Natural Resources, Scenic Resources, Management Zones, and Carrying Capacity.

The topics that most concerned the public were education and outreach, cultural resources, visitor facilities, and access and circulation. The topics that were of moderate concern were land protection and boundaries, partnerships and outreach, and operations and management. The topics that were of least concern were management zones, natural resources, scenic resources, and carrying capacity.

### Education and Outreach

Education and outreach was a key concern for the public, and the vast majority of people preferred education on the Minidoka site. They said that on-site education provides an authentic and unique educational experience. Viewing and learning about the site’s historic features, experiencing its remoteness, and learning through a wide range of interpretive and reflective means would be the most effective educational experience. Developing the site into a visitor destination was also important to the public; they wanted to attract visitors to the site by providing a rich experience with a diversity of educational activities.

The public suggested a variety of educational techniques and programs that the national monument could implement at the site. Interactive exhibits, a scale model, traveling exhibit, and website were the most popular educational tools recommended by the public. Several people mentioned other educa-

tional tools such as creative learning activities, real time media programs, kiosks, tours, and films. Many of these educational activities would take place in a visitor center on the site. Some people also mentioned commemoration as being an important component at the site; they suggested commemorative plaques, artwork, and pilgrimages as respectful ways to reflect on the past and the people who experienced life at Minidoka. Some people mentioned that the site has drastically changed since they were at Minidoka. They said that its value is in its educational potential, rather than its cultural resources or archeological sites.

The majority of the public felt strongly that on-site education should be complemented by off-site education, and that working through partnerships is the best way to reach a diverse audience. Many people said that off-site education should be the focus, as the site is far away, on-site development funding is limited, and attracting people to the site is difficult. They suggested that off-site education could be accomplished by developing a variety of outreach materials to be located and distributed from local, regional, and national partners.

## Interpretation

The public continued to be concerned with interpretation about Minidoka and the Nikkei experience during World War II. Of most concern is why it happened; and the public raised a diversity of comments related to this question. Some people cited the constitutional story, fragility of democ-

racy, racism, wartime hysteria, and violation of civil rights. Some people stated that it was necessary given the military and political climate. A few saw the internment and incarceration as protecting the Nikkei, and as necessary for national security during World War II. Some do not support the creation or development of the national monument.

Many people wanted the public to understand the internees' experience at Minidoka. This included how the Nikkei adapted to new and harsh living conditions, as well as the sociological issues created by the experience and their day to day struggles and activities. Also, they wanted the public to understand the various site features and their significance to the internees.

Some people thought that the national monument should present Nikkei history, including before and after World War II. Some considered Minidoka as sacred ground, and the stories of Minidoka and the incarceration should be a legacy for the future. The greenery and farms that surround the national monument were identified as a visual legacy created by the internees. The military contributions by Nikkei were important to the public, and some people thought they should be prominently featured at the national monument.

## Cultural Resources

It was widely recognized that the number and size of significant historic features at Minidoka is limited. The vast majority of people thought that historic buildings should be returned to the site or re-

***“I think the rock garden/honor roll area is key in the site development/redevelopment. That was the thing that most struck me in being there for the Pilgrimage.”-Public Comment***

***“Camp Minidoka’s entrance should have the honor roll restored, and should have the names of all the men and women who served in the military.”-Public Comment***

***“Erect a monument or wall with each family’s names inscribed.”-Public Comment***

***“Commission Maya Lin, NOW! Minidoka will 100% enhance as a travel destination with Maya Lin involved.”-Public Comment***

constructed in order to provide for a compelling visitor experience. These buildings and historic features could give the visitors an authentic understanding of the camp conditions, how the internees adapted to life at Minidoka, as well as a broader understanding of the layout and extent of the camp itself. The sense of place and landscape character was also important to the public. They thought the site should be maintained to evoke a sense of desolation, remoteness, and Spartan look, just as it did during World War II.

The entry into the national monument was of special concern to the public. They stated that the entry's collection of historic and nonextant resources gives the visitor a strong sense of arrival, confinement, cultural traditions, and patriotism. Elements such as the guard tower and fence should be reconstructed to complement the Military Police Building in illustrating confinement and imprisonment. The garden should be rehabilitated to show Nikkei cultural traditions. The honor roll should be reconstructed to recognize and honor the military experiences of Minidoka internees, just as it did during World War II.

Some of the public mentioned the swimming hole, canal area, and historic administrative area. People who mentioned the swimming hole said that it should be preserved and interpreted as a popular place for recreational activities as well as a remembrance of tragic events within the camp. Those who commented on the canal thought some access should be maintained. The public rarely mentioned the historic administrative and staff housing area,

except to note that the staff housing buildings could be used to contrast with the internees living facilities. Most former internees suggested that attention should be focused on areas that were evocative of the majority of people living there, namely the internees' living quarters.

Cultural resources and locations off-site were a significant concern to the public, in particular resources related to the internees' experiences at Minidoka. Barracks were of utmost concern; the public wanted historic barracks to be acquired and returned to Minidoka, preferably an entire block in its original location. Reconstruction of the barracks was a back-up preference if historic barracks are unavailable. The block and barracks should accurately depict living conditions, such as how the barracks were when the internees arrived, and how they were made livable. Some people also wanted



*Public draft alternatives workshops at the Minidoka Reunion in SeaTac. August 2003. NPS Photo.*

recreational fields to be reconstructed; some of them wanted to see a baseball field.

Oral histories continued to be a significant concern for the public. Oral histories must be captured while there are still living people who experienced Minidoka, and this can be done best in collaboration with Nikkei and historical organizations. The public said that oral histories are a unique and authentic tool for educating the public.

Artifacts and memorabilia were important for some people. They said collections should be managed in cooperation with other southern Idaho NPS units and other institutions. Collections could be located on-site or at other locations that can provide archival space and public access. Some people wanted the NPS to explore and source out artifacts related to Minidoka. They said these artifacts should be displayed at the site.

## Visitor Facilities

For the public, the overriding issue related to visitor use was developing permanent on-site facilities to provide for a rich educational experience. There should be a wide range of services to attract visitors and accommodate year round visitation. At a minimum, there should be clean restrooms, water, and shelter for visitors. Some of the public thought that development should be sensitive to the setting and sense of place; development should not impede the understanding of the history nor the site.

The public consistently mentioned that a visitor center should be located at the national monu-

ment. Ideally, the visitor center could be an adaptive reuse of a historic building. The visitor center could house a diversity of programs, exhibits, and activities related to learning about Minidoka and the World War II experiences of Nikkei. Many people thought that a visitor center is not enough to provide for a rich visitor experience, and they suggested that additional facilities should be provided. Some people thought that the visitor center should not be too large, while others thought that there should be no visitor center at all.

Some respondents wanted overnight facilities and vending. Overnight facilities could be located in historic barracks for educational purposes. Vending could include beverages and be located in the historic mess halls. Some people thought that overnight facilities and vending are incompatible with the educational goals of the national monument.

Several respondents thought trails are an excellent way to guide on-site pedestrian experience while providing an educational and reflective experience. The public wanted a trail along the historic perimeter fence and near the canal. Additionally, some of these trails could be restored historic pathways.

Some people thought that visitor facilities should be provided off-site. They suggested that facilities could be provided in “hubs” where internees and their families still live. Some people said that a visitor’s center off-site would be more convenient and realistic, and it would not interfere with the site’s desolate character.



*Public draft alternatives workshop at the Minidoka Reunion in SeaTac. August 2003. NPS Photo.*



*Public draft alternatives workshops at the Minidoka Reunion in SeaTac. August 2003. NPS Photo.*

## Access, Circulation, and Parking

Roads and vehicular circulation were the most important issues in this category for the majority of public. They were concerned about visitor experience, safety, and ease of access to the national monument and within the national monument's boundaries. Many people thought the county road that bisects the national monument needs to be rerouted. They thought the road is dangerous and detracts from the historic scene and visitor experience. Only some people thought the exact historic road system should be reconstructed. Many respondents expressed their concerns over parking; they emphasized that parking lots need to be accessible and large enough to accommodate visitor vehicles.

Most local property owners were concerned with maintaining their rights-of-way and how increased visitation and new or rerouted roads would impact their quality of life. Many area residents expressed their concern for the realities of rerouting the county road. They had questions about where it could be relocated, how a reroute could affect vehicular circulation and throughway commercial traffic. Also, they were very concerned about visitors trespassing on to their land.

Directional signage was an important issue for the vast majority of the public, particularly those who have tried and failed to find the site. They suggested placing signs along Interstate 84, and directional signage out to the site. Many people suggested that interpretive or interactive signage could be constructed off-site as well as on-site, so

that visitors could learn about Minidoka even before they arrive at the national monument.

Many people suggested that a shuttle could provide transportation from a local hub out to the national monument. The transit service could coordinate with tour groups, and provide a guided interpretive tour at the site. Many respondents reasoned that a transit service could control access to the site, thereby protecting it from overuse. Also, some people suggested that the number of visitors should be limited to create a more "personal approach" to visiting the site.

Most people agreed that the pedestrian experience must be an integral part of visiting Minidoka. Many former internees suggested that pedestrian circulation should be emphasized, as it mirrors the internees' mode of transportation while they were



*Public draft alternatives workshops at the Minidoka Reunion in SeaTac. August 2003. NPS Photo.*

confined at Minidoka. Trails, according to respondents, needed to be accessible to people with disabilities. Signage should provide way finding as well as educational information about Minidoka.

## Land Protection and Boundaries

The single most repeated comment about land protection and boundaries was cultivating and maintaining positive relations with adjacent landowners and related government agencies.

Many people thought the national monument should acquire more land, as the national monument's current acreage does not include historical residential areas, nor some significant cultural resources related to the camp. These people wanted to see barracks returned to their original locations; these barracks could be a centerpiece for interpretation about the internees' daily experiences at Minidoka. However, some people were opposed to enlarging the national monument; particular those who thought the size is too large already.

Several people suggested that the historic boundaries of the camps should be marked to give visitors a sense of the camps historic size and layout. These markers could be vertical elements on the historic locations of the eight guard towers. Also, marking the national monument's boundaries was a significant concern for the local landowners as they want to prevent visitors from straying on to their land. (Boundaries were marked with monuments along the perimeter of the national monument in summer 2004).

Many of the respondents wanted to see the rural character and prominent landscape features of the surrounding landscape protected, particularly within the historic camp limits. Protection could be encouraged through cooperative agreements, such as conservation easements, conservation plans, and scenic conservation easements. Conversely, some people were opposed and/or not willing to enter into these types of agreements with the NPS.

## Partnerships and Outreach

The public unanimously supported the idea of developing and maintaining partnerships for education, outreach, and to accomplish the national monument's purpose. The public suggested the NPS could partner with organizations, schools, government agencies, historical societies, museums, and archives to promote public education about the internment and incarceration. Nikkei organizations, other significant sites related to the Nikkei experience during World War II, as well as civil rights groups could be potential partners. Equally, the public supported local partnerships to attract visitors and volunteers and to provide visitor services.

## Operations and Management

The public was moderately concerned with operations and management, and some of the public thought the NPS is capable of determining how the national monument should be operated and managed. The most popular concern under this category was the need for knowledgeable staff on-

***“People should be made aware that innocent people were interned in Minidoka based solely on their Japanese ancestry.”***

***-Public Comment***

***“We were at war, and there was real fear that Japan would attack the west coast of the United States. Some Japanese Americans were outspoken about their allegiance to their motherland.”***

***-Public Comment***

***“I am asking you to ensure that the history of the relocation of ethnic Japanese is correctly portrayed. I have researched declassified documents relating to MAGIC interceptions made available through the late Dr. D. Lowman and find it disconcerting that the public is entirely ignorant to this history.”***

***-Public Comment***

site and site protection. Some people wanted to see administrative and maintenance facilities on the site to support staff and upkeep of the national monument.

Another important topic for the public was the name of the national monument. More people supported a name change to “Minidoka National Historic Site” than keeping its current name. They said “historic site” is more accurate than “monu-

ment.” Some people wanted to see “concentration camp” in the name. Some people liked the word “internment,” while others did not. Also, some of the public wanted “Hunt” to be in the name, as the site is locally known.

Some people were concerned with funding for the national monument. They said that lobbying could ensure that the national monument’s development and maintenance is funded. Some people wanted



*Mrs. Onodera. Her sons, Ko, Kaun, and Satoru were serving in the military. Satoru died in combat in Italy on July 5, 1944. Circa 1944. National Archives.*

to be guaranteed that the national monument will not charge entrance fees.

## Management Zones

Management zones were of little concern to the public. They indicated that the NPS has done an effective job at analyzing, categorizing, and describing the management zones.

## Natural Resources

The public widely recognized that the national monument's focus does not feature natural resources. However, when natural resources were discussed there were a few key points that some people suggested. They said natural resources should be protected through erosion control, fire management, minimizing conflicts with cultural resource protection, and hazardous material mitigation. Some people were uncomfortable with restricting wildlife movement through the site, while others approved of it.

## Scenic Resources

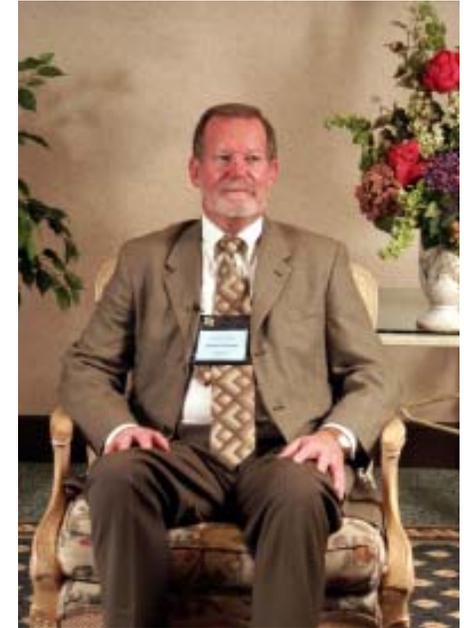
Very few people were concerned with scenic resources. Their only concern was that the extent of the historic camp could be viewed from the national monument.

## Alternatives

The public reviewed the alternatives and provided general comments on the alternatives. Alternative

C (which became the basis of the preferred alternative in the draft GMP/EIS and the final general management plan) was the most supported alternative, as it was considered by many as the most authentic and appropriate to the national monument's purpose. Many people also supported a mixture of elements in alternatives C and D. Alternative D was the second most supported alternative. Supporters of alternative D favored more intensive on-site development and a higher level of interactive educational tools, such as the interpretive campus concept. Few people supported alternatives A or B, however some were partial to the outreach efforts featured in alternative B.

Many people were concerned with the implementation of the plan, and what was the best strategy to develop and manage the site. Many people indicated that it is a good idea to begin with adaptive reuse of historic buildings while funding is limited. Others suggested that the national monument should focus on publicity now, and when interest increases then the national monument should begin investing in development.



*An oral history interview with Brooks Andrews at the Minidoka Reunion. Brooks Andrews is the son of Pastor Emery Andrews, who moved to Twin Falls to assist his congregation of Baptist Nikkei at Minidoka during World War II. August 2003. NPS Photo.*

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## Draft GMP/EIS Public Process

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The *Minidoka Internment National Monument Draft General Management Plan/ Environmental Impact Statement* was released to the public on June 21, 2005. The draft GMP/EIS was filed with the U.S. Environmental Protection Agency (EPA) in June 2005. The EPA announced the availability of the draft GMP/EIS for public review and comment, and a notice of availability was published in the *Federal Register* on July 21, 2005 (Vol.70, No.139, pp. 42094-42095). Government agencies and the public were invited to submit public comments by regular mail, e-mail, fax, online, and at public meetings. The formal public comment period closed on September 19, 2005.

The NPS mailed approximately 900 draft GMP/EIS documents to agencies, organizations, and the public who had participated in the planning process, requested a copy, or were identified by the NPS as potentially having an interest in the project. Copies of the draft GMP/EIS were posted for public review on the NPS Planning, Environment and Public Comment website (<http://parkplanning.nps.gov/miin>). The document was available at libraries in Idaho, Washington, and Oregon. Copies of the draft GMP/EIS could also be requested by contacting the NPS.

A fourth newsletter summarizing the draft GMP/EIS was produced and mailed to approximately 2,600 individuals. Another 2,000 newsletters were sent in packets to organizations, libraries, and public lo-

cations in the west and to stakeholder groups throughout the U.S. The newsletter provided an overview of the planning process, the four alternatives, and it announced the schedule of public meetings.

Local and regional newspapers and radio stations throughout the planning area were used to disseminate information about the draft GMP/EIS and announce the public meetings. Press releases were mailed on June 21, 2005 by the NPS Pacific West Region-Seattle Office. Press releases were provided to the same print and broadcast media as during the earlier public involvement phases of the project.

### Public Workshops

The NPS held ten public meetings in Idaho, Washington, Oregon, and California in July and August 2005 to provide the public with an opportunity to learn about the draft GMP/EIS and to offer comments. The meetings began with a presentation of the major elements of the draft GMP/EIS. The meeting then transitioned into an open house format or a facilitated group discussion format. Meetings were held in Eden, ID; Twin Falls, ID; Ontario, OR; Bainbridge Island, WA; Seattle, WA; Portland, OR; San Francisco, CA; and Los Angeles, CA. 213 people attended the meetings overall.

### Written Comments

During the public comment period, the NPS received a total of 159 written responses in the form of letters, e-mails, newsletter response forms, and

*“I believe the best way to present the internment and incarceration stories is with visuals and personal stories of the internees themselves.”*

*-Public Comment*

*“A detailed exhibit of the ‘Farm-in-a-Day’ program that took place at this site in the 1950’s should be a part of the Hunt story.”*

*-Public Comment*

*“The site should have restoration or reconstruction of a sample of each of the important types of structures.”*

*-Public Comment*

*“Whatever happens at the site make it something everyone that comes to it goes home with a new outlook on what happened at the camp.”*

*-Public Comment*

web comments. Of those, nine responses were from government entities and organizations. The majority of written comments were received from Washington, California, and Idaho. Comments were also received from Wyoming, Oregon, Colorado, Florida, and Oklahoma. One comment was received from the following states: Alaska, Arizona, Illinois, Louisiana, Minnesota, Missouri, New Jersey, Ohio, Pennsylvania, Utah, Virginia, Wisconsin, and one from Canada.

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## Summary of Draft GMP/EIS Public Comments

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The following summary incorporates both the public meeting comments and the written comments received by the NPS through the close of the public comment period. The NPS received comments from approximately 375 individuals and organizations during the public comment period.

Substantive comments were those which challenged the accuracy of the analysis, disputed the accuracy of information presented, suggested different viable alternatives, or provided new information that made a change in the proposal. In other words, they raised, debated, or questioned a point of fact, policy, or a concept presented in the document. The NPS was required to respond to all substantive comments. Comments in favor or against the proposed action or alternatives or comments that only agree or disagree with policy, while valuable, were

not considered substantive, in a formal sense, and therefore did not require an official response. The NPS responded to substantive comments, and these responses can be found in the Comment and Response section of the abbreviated final GMP/EIS.

The comments received covered a broad range of topics, ideas, and preferences. Many statements or ideas were expressed by several individuals. In this summary, similar comments are stated once along with how often the particular idea or topic was repeated.

**Table 7: Public Draft GMP/EIS Workshops 2005**

Location	Date	Attendance
Eden, ID		
American Legion Hall	7/06/2005	17
Twin Falls, ID		
KMVT TV Community Room	7/07/2005	17
Ontario, OR		
Four Rivers Cultural Center	7/08/2005	7
Bainbridge Island, WA		
Bainbridge Island Commons	7/12/2005	12
Seattle, WA		
Japanese Baptist Church	7/13/2005	29
Nisei Veterans Hall	7/14/2005	25
Portland, OR		
Oregon Nikkei Legacy Center	7/15/2005	36
Oregon Buddhist Temple	7/16/2005	14
San Francisco, CA		
National Japanese American Historical Society	8/09/2005	18
Los Angeles, CA		
National Japanese American Museum	8/10/2005	38
	<b>TOTAL</b>	<b>213</b>

***“No one Nikkei voice or group should control Minidoka’s meaning.”***  
*-Public Comment*

The first section summarizes the public’s preferences of the four alternatives and the reasons for their selections. The summary is then organized by topics that were addressed in each alternative of the draft general management plan. The topics are: Interpretation, Education, Cultural Resources, Visitor Experience and Visitor Facilities, Access and Circulation, Land Protection and Boundaries, Operations and Management, Partnerships and Outreach, Natural Resources, Scenic Resources, Management Zones, and Carrying Capacity.

The topics that most concerned the public were Interpretation, Education, Cultural Resources, and Visitor Experience and Visitor Facilities. The topics that were of moderate concern were Partnerships, Operations and Management, Land Protection and Boundaries, and Access and Circulation. There were only a couple comments on Management Zones, Natural Resources, Scenic Resources, and Carrying Capacity, and did not justify being included in this summary.

## **Alternatives**

Approximately half of the comments received from the public explicitly stated a preference for one of the alternatives over the others. Of those, two thirds of the comments supported Alternative C, the NPS Preferred Alternative. The re-establishment of the barracks block was the most common reason for supporting the preferred alternative as well as its educational value. Approximately one quarter of the respondents stated a preference for Alternative A: No Action; approximately half of these

respondents thought the NPS was misguided in its interpretation and presentation of historical facts related to the incarceration of Nikkei during World War II. The remainder of those supporting Alternative A indicated their preference for the least expensive of the four alternatives. Only a handful of individuals supported Alternatives B and D.

For a description of the alternatives that were discussed during this public involvement phase, see the *Minidoka Internment National Monument Draft General Management Plan/ Environmental Impact Statement June 2005*.

## **Interpretation**

Interpretation of the internment and incarceration of Japanese Americans during World War II was the most common topic discussed by the public. Several individuals recounted their experiences during World War II, and it was clear that their wartime experiences shaped their perspective and how they wanted this piece of American history to be interpreted. The people who described their wartime experiences included former internees, former WRA staff, neighbors to the Minidoka camp, and World War II veterans. Many people recounted historical facts related to the internment and incarceration, conditions at Minidoka, and also World War II in the Pacific and European theaters. Some changes to the historical background chapter were made as a result of public comments. The experiences and ideas expressed by the public all suggested that Minidoka’s stories are diverse, and its meaning and relevance to each individual is unique.

Why the internment and incarceration of Japanese Americans during World War II occurred was a topic that was brought up repeatedly in the public comments. The vast majority of people expressed concurrence with the U.S. Commission on Wartime Relocation and Internment of Civilians findings that the interment and incarceration of Nikkei “was not determined by military conditions but were the result of race prejudice, war hysteria, and failure of political leadership” (U.S. CWRIC 1997: 194). One commenter stated that “it’s not a blame game—it’s understanding OUR [American] history.”

Several public commenters maintained that the internment and incarceration was justified because some Nikkei posed a threat to national security, and incarcerating all Nikkei was the best way to ensure the prevention of subversive activities against the U.S. A few people also wanted it known that thousands of Japanese Americans renounced their citizenship and declared themselves enemies of the U.S., and that Nikkei living outside the exclusion zone were not incarcerated. A couple of commenters also stated that the living conditions at Minidoka were equal to those of the military and even better than some people living in southern Idaho at the time.

The vast majority of public comments on interpretation fell under the interpretive themes that were identified in the draft GMP/EIS. These included interpreting the relationship between Minidoka and civil liberties and constitutional rights, discussing the loyalty questionnaire, and Nikkei contributions

to national defense during World War II. The public clearly supported the premise that the lives of internees before, during, and after World War II must be described, together with the hardships, racism, and injustice they endured. Many commenters said that the NPS must interpret the experiences of people related with Minidoka, such as the WRA staff, neighbors, and those who were associated with the event or internees. Interpreting the history and significance of the historic site and its features was important for the majority of commenter. Also determined important by most respondents was for the public to understand how internees and then homesteaders created a community in the desert environment and transformed the landscape into an agricultural area. Finally, many felt that the context of a world at war must be interpreted for the public. While internees experienced profound hardship at Minidoka, millions of people throughout the world experienced war, suffering, and injustice. Overall, the vast majority of people stated that interpretation needs to be authentic, compelling, and relevant.

Terminology continued to be a controversial topic. Some people wanted the NPS to use the term “concentration camp” in publications and interpretation. A few people wanted the term “relocation center” to be used to be historically accurate. Some people stated that the term “internment camp” is misleading and inaccurate, as the “internment camps” were specifically for enemy aliens run by the Department of Justice. Words to describe the experience, such as internment, detention, reloca-

***“Providing an overall story of the internment is of absolute importance, yet there must be a fine balance struck between the larger context and the Minidoka story.”***

*-Public Comment*

***“There has to be a careful balance to have Minidoka a place of interest and education without being boring or too somber.”***

*-Public Comment*

***“It is important to preserve a sense of imprisonment-fencing, guard towers, barracks living, and stories.”***

*-Public Comment*

***“Add a block- 12 barracks- to WRA specifications, and as close to 1942-1945 as possible.”*** *-Public Comment*

*“Over the next 20 years it would be good to look for opportunities to acquire more acreage. With reaching out in friendship where possible to people who own surrounding acreage, in time there may be the possibility of people donating or allowing purchase of additional acreage.”*

*-Public Comment*

*“The term ‘internment’ bothers me. Its use in this instance [Minidoka Internment National Monument] seems so innocuous, naïve, and undesigning. Why not be frank, honest, open and call the internment for what it really was, ‘concentration.’”*

*-Public Comment*

*“Change name to ‘Minidoka National Historic Site’- ‘Monument’ is a dead word; ‘National’ and ‘Historic’ are now-see-this!”*

*-Public Comment*

tion, evacuation, and incarceration were all discussed, and no consensus emerged for any specific word usage.

## Education

Similar to previous public comments on education, the vast majority of the public said that education is the core mission of the national monument. Most desired both on-site and off-site education to reach as many people as possible. Many educational techniques and strategies were proposed to enhance education about the significance and meaning of the Minidoka experience, and most of these comments would be accommodated under the prescriptions of the preferred alternative. These educational tools included engaging and interactive exhibits, a scale model, a website, educational materials, fieldtrips, teacher trainings, and a traveling trunk kit. Many people mentioned that lesson plans should be developed and incorporated into school curricula in numerous states. A few people mentioned that the NPS should allow for research at the site, including a database of internees who were incarcerated similar to Ellis Island. Most people agreed the focus should be a national audience, and some people said that education should begin locally in the southern Idaho area.

## Cultural Resources

Cultural resources was the third most common topic for public comment. Restoring features in the landscape to World War II era conditions was important to accurately depict the camp. Suggestions,

most of which were included in the prescriptions under the preferred alternative, included restoring the garden, honor roll, perimeter barbed wire fence, guard tower, baseball fields, root cellar, and many of the small scale landscape features. The historic Minidoka Relocation Center landfill was also recognized as a critical archeological resource for the national monument.

The barracks block was an intriguing and stimulating proposal for many internees and was supported by a large majority of the public comments received. Some people stated it was important to acquire historic barrack buildings to be authentic and accurately portray residential life. A few people said that the mess hall and lavatory/laundry building were necessary to show daily life and the conditions in the camp. Former internees also wanted the barracks to show improvements made to the barracks and camp landscape by internees. A few people wanted the NPS to ensure that landscape features in the residential area are accurately portrayed, including the ornamental gardens and walkways.

Some people disagreed with establishing a barracks block because it could be too costly, and the barracks could be interpreted through other means, such as a scale model. Additionally, a few people wanted to see more of the historic buildings reconstructed.

Many public meeting attendees cited oral history as an essential component of education, interpretation, and cultural resources. Some members of

the public suggested candidates for oral histories in addition to former internees, such as the WRA staff and military police at Minidoka. Many Portlanders also expressed their concern that the oral histories are focused on Seattle Nikkei, and they wanted more representation of the Portland Nikkei experience.

## Visitor Experience and Visitor Facilities

Several people described their recent visits to the site. Many felt a strong sense of place at the site, while others were disappointed that there wasn't much to see. Some people said the high desert and open environment allows for a full appreciation of the physical site. Several people wanted the national monument to include places where they can be alone and contemplate, particularly in the residential area. Expressing emotions and healing was important to some former internees and their descendants. They wanted to actually stand in the residential area and understand the internees' experiences where they happened.

Visitor facilities were an important component to visitor experience. Of those that commented on visitor facilities, the vast majority wanted them to be authentic to the historic period, wherever possible. Only a couple of people wanted a newly constructed visitor center. Most liked the barracks block concept which could serve interpretive functions as well as provide spaces for additional visitor and park needs, such as classrooms, collections storage, park administration, etc.

Several public comments supported the idea of a new memorial at the site. Nisei and subsequent Nikkei generations wished to honor the Issei, as they were the people who suffered the most at Minidoka.

Public comments also reiterated that proper and improved directional signs are necessary along the major routes to Minidoka.

A few people discussed overnight facilities, whether at the site or nearby. Some people thought it would be intriguing to provide an overnight experience inside a barracks building for educational purposes. A few people mentioned the need for camping facilities at the site or nearby.

## Partnerships and Outreach

Partnerships were an important component of the national monument's educational mission and in implementation and development of the site. Specific organizations were suggested as potential partners, including local Idaho partners, educational institutions, as well as national civil rights organizations. Amtrak was suggested as a potential partner, so visitors could experience the train ride to Eden. It was also suggested that the NPS should work with local governments and organizations to promote tourism in the area.

## Operations and Management

Funding was a frequent concern for the public. Most people wanted to know how the funding pro-

*“Alternative A is not acceptable.” -Public Comment*

*“Alternative C: cannot beat ‘visually’ seeing how the Minidoka experience was for the people. Alternative D: do not get the actual feeling of what happened to us.” -Public Comment*

*“Alternative C: This alternative seems to provide the most for the money.”*

*“I would support Alternative D with new facilities and interactive media in conjunction with the preservation or recreation of much of the original historic site and facilities.” -Public Comment*

*“Alternative D would not add to a visitor's experience and would require unnecessary funds.” -Public Comment*

cess works. A few people suggested that the NPS seek out private funding for specific projects proposed in the GMP. Some people disagreed with spending federal funds on this project, as there are other needs and priorities at this time. A few people suggested using the money to preserve other historic World War II sites.

The proposed name change from Minidoka Internment National Monument to Minidoka National Historic Site was also an issue for many members of the public. Of those who commented on this issue specifically, approximately half agreed with the proposed name change, while the other half either oppose it or suggested additional names. Those who supported the name change reasoned that the term “internment” is technically incorrect and that “national historic site” is more accurate in defining the site than “national monument.” Several people who oppose the name change stated that the word “internment” instantly describes what happened at Minidoka. For a couple of people, the term “monument” was more powerful than “historic site.”

Other names that were suggested include: Minidoka National Internment Site and Minidoka Concentration Camp National Historic Site.

Some individuals were concerned about the project’s schedule and stated that implementation must begin immediately. They wanted the facilities and restoration of historic features to be completed soon so that former internees can see developments at the site while they are still alive.

Staffing was also a concern for a few individuals.

They wanted to see NPS rangers and volunteers at the site. They commented that it would be a more meaningful visitor experience if some of the staff were former internees or their relatives so that they could provide personal stories of their family experience. A few people were concerned with vandalism at the site, and they wanted staff there to ensure safety and security.

## Land Protection and Boundaries

Overall, acquiring the 128 -acre property to the north of the national monument, historic Minidoka Relocation Center landfill, and Bureau of Reclamation lands was supported by a large majority of the public respondents. People stated that the additional historic lands would benefit the educational mission of the national monument and would allow the NPS to preserve these historic areas. A few people mentioned that it is important to acquire the farm-in-a-day property in order to educate the public about the post-camp homesteading era and agriculture in southern Idaho. A few people said that it would be in the interest of the NPS to keep some portions in agricultural use, which is the dominant land use in the area.

## Access, Circulation, and Parking

Transportation was a key concern at the public meetings held in Idaho. Some people stated the best solution to traffic problems could be accomplished by improvement and re-routing Hunt Road along E Perrine Road and E 400 S to the south of

the national monument. The importance of conducting a transportation study was also voiced.

Within the site, trails, parking, and roads were mentioned. A few people stated that the trails linking portions of the site should be accessible to all people.

## Conclusion

Public comments received were documented, analyzed, and considered in decision-making and incorporated into the final GMP/EIS as appropriate.

Comments that presented new data or addressed the adequacy of the document, the alternatives or the analysis were responded to pursuant to NEPA regulations. Comments expressing personal opinion or that had no specific relevance to the adequacy or accuracy of the draft GMP/EIS were considered in the decision-making process but were not responded to directly.

Consultation and agency letters on the draft GMP/EIS, substantive comments received, and NPS responses to those comments were published in the *Minidoka Internment National Monument Abbreviated Final General Management Plan/Environmental Impact Statement* June 2006. A number of comments provided valuable suggestions on improving the draft GMP/EIS. Some comments led to changes reflected in the abbreviated final GMP/EIS. Other comments resulted in a response to explain NPS policy, to refer readers to information in the EIS, to answer technical questions, to further explain technical issues, or to provide clarification.

The public comment period on the draft GMP/EIS was the culmination of formal public engagement in the planning process for the Minidoka GMP/EIS. Public engagement occurred between 2002 and 2005 from public scoping through draft alternatives and public review of the draft GMP/EIS. The widespread support for the package of actions that constituted the preferred alternative affirmed that the planning process actively involved the public at all stages of the development of the GMP/EIS.

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## Comments on Implementation of the Plan

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Throughout the public planning process for Minidoka Internment National Monument, the National Park Service received an extraordinary number of comments that offered suggestions about how the national monument should interface with visitors, what specific experiences it should offer, and other facets of its operation. Most of these comments were not specific to any one of the alternatives analyzed in the draft GMP/EIS. Rather, they suggested programs or activities, which could be implemented under several of the action alternatives, to achieve the desired future conditions of the national monument. In addition, many involved specific suggestions that were beyond the level of detail addressed in a general management plan.

The NPS recognized, however, that these comments represented valuable input from a con-

cerned public in support of the purpose of Minidoka Internment National Monument. Therefore, these implementation-level suggestions have been summarized and included here so that future managers of the national monument can consider these comments to help formulate more specific implementation-level plans and programs that are responsive to the public's interests. Such future plans and actions will be subject to the requirements of the National Environmental Policy Act and may require additional, more-detailed environmental analysis at the time they are proposed. (As

provided by the Council on Environmental Quality regulations, any NEPA document produced for these efforts would be "tiered" or procedurally connected to this EIS.) These analyses may include additional public involvement, providing opportunities for further comments and suggestions.

The following summary includes implementation-level suggestions that were provided by the public over the entire course of the public planning process for Minidoka.



*The entrance garden  
in wintertime. 2003.  
NPS Photo.*

## Interpretation

- Minidoka should be conceived as a site for ongoing debate about the issues of civil rights and constitutional history, and the NPS should use this interpretive theme to guide its interpretation and management of the site by foregrounding it in exhibits, interpretive materials, public outreach, its web site, and events at or related to the site.
- Develop interpretation to enable visitors to consider Minidoka from the perspective of and through the experiences of the Issei, Nisei, and WRA staff.
- To be historically accurate, the North Side Canal and the Swimming Hole should be regarded in two distinct lights: 1) in the context of the unjust incarceration, and then separately 2) in the context of what the Nikkei did there, which in this case includes both positive recreation experiences as well as tragic events.
- As NPS staff proceed with implementation of the plan, they must keep in mind the tragic, grave, unjust circumstances of the Minidoka concentration camp that accompany any “improvements” made there.
- “No one Nikkei voice or group should control Minidoka’s meaning. All the fractiousness of military service that still haunts the Japanese American community must be represented in the voices included in exhibits, printed materials, and other interpretations of the site.”
- “Minidoka should not remain fixed in its meaning, but, consistent with the Organization of American Historians’ suggestions in its 2004 report on Teaching Citizenship and Patriotism, it should evolve.”
- “Explore methods of framing individual group experiences in dialogue with other group histories, such as seeing Japanese

American history in relation to Native American history. This is a valid exploration, considering that the federal government’s management of Japanese Americans during WWII was directly influenced by its prior experience with Native Americans and vice versa.”

- “Minidoka Internment National Monument should honor the veterans, but it must not forget the draft resisters, the Issei, women, and the younger generations of American Nikkei. It is imperative that the larger public be aware of the fractures within the community that are a manifestation of the internment and incarceration and one of its most distressing legacies.”
- “Minidoka should provide an opportunity for Americans to discuss the different experiences that are often the result of racial or ethnic identity and, hopefully, learn to more fully appreciate the validity of each others’ views.”
- Develop educational programs and materials that include information about the Department of Justice Camps, including describing the experiences of Japanese, Germans, and Italians who were interned in these camps.
- Develop educational programs and materials that include information about other countries (including Mexico and Canada) that had internment and incarceration camps for those of Japanese descent.
- The national monument should include interpretation of the trauma that occurred as a result of having to leave beloved pets behind.
- Explore the use of the instructions or other documents given to the camp guards, detailing their orders and the actions to be taken under various circumstances. This information could be used interpretively to underscore the fact that the internees were being held against their will.

- Use the art and creativity of the internees for interpretive and educational purposes. Include information about internee bands, music, diaries, sketches, architecture, and other forms of art. Examples of such interpretation can be found at the Teresenstadt concentration camp museum in Europe and the United States Holocaust Memorial Museum.
- Use the debate over terminology as a topic for active learning.

- Ask former internees who have spoken to classes about student's questions to develop compelling educational programs that will cater to students.
- Related educational organizations and museums, such as the Holocaust Museum in Washington D.C., the D-day Museum in New Orleans, and the Museum of Tolerance in Los Angeles.

## Education and Interpretation

- Seek and evaluate other sources of information to supplement that which has already been obtained from public meetings. Among others, these sources of information should include:
  - The Densho testimonies and other oral histories that are obtained from personal one-on-one dialogues conducted in an atmosphere conducive to eliciting the maximum amount of frank information.
  - Books about the camps and internment, particularly those that may include accounts taken from former internees shortly after their release.
  - Diaries kept by the former internees would provide very valuable insight into the personal feelings and emotions of the authors recorded when they occurred.
  - Articles published in academic journals. Contemporary articles published in journals in the fields of both history and ethnic American studies are another source of information. The more contemporary articles are likely to be quite dependable sources of historical information, since all such articles have been peer-reviewed and most of the facts that the U.S. Government possessed on this subject are now openly available.

## Interpretive Displays

- Present photographs, letters, artifacts, audiovisual programs and documentaries to provide the visitors with the primary interpretive themes of the national monument.
- Update the displays in the interpretive facilities regularly so visitors will be enticed to return to the national monument.
- Incorporate the latest computer simulation and virtual reality capabilities in order to provide a virtual tour of the camp as it existed during WWII.
- Create a dioramic display of the landscape, including the flora and fauna. This display could illustrate how the climatic and environmental conditions affected daily life at Minidoka.
- Create a display showing the names of all those held at Minidoka. List the names according to their barrack address.
- Provide a scale model of the entire camp to enable visitors to see and understand the vastness of the camp, the large population residing within the camp, and the spatial relationship of the national monument to the historic extent of the camp. The scale model could be in the interpretive facilities or as part of a traveling exhibit.
- Have a registration book available so that visitors can record their reactions to Minidoka, and also provide additional ideas.

## Educational Programs and Strategies

- Develop multi-media educational materials such as DVDs, videos, and encourage them to be broadcast on television. Create a real-time media program. It could be a webcam on-site that is displayed on the Minidoka website and at off-site locations, such as Seattle and Portland.
- Develop a multi-disciplinary approach to convey the Minidoka story and leverage the unique power of personal narrative to convey it. Recount biographies in the individual's own words. Personal and emotional connections to history are what most

compel interest in historically significant locales. The poems of Mitsuye Yamada are one fine example, especially as they recount her life before, during, and after her time at Minidoka.

- Bring together an advisory group of teachers to guide educational programs.
- Provide teacher training workshops on-site during a two day period. Provide honorarium and credit to teachers for participating in workshop. Encourage teachers both nationally and internationally to participate.

*Wendell Veterans of  
Foreign Wars  
during the  
Minidoka  
Pilgrimage  
ceremony. June  
2003. NPS Photo.*



- Maintain a team of traveling teachers to educate about Minidoka in communities throughout the region.
- Develop a speaking or lecture program with a panel of experts or speakers on subjects congruent with the purpose of the national monument.
- Compile a traveling kit for teachers. The kit could include artifacts, teaching plans, and could be a traveling trunk or duffle bag representative of those brought to Minidoka by internees.
- Develop a traveling exhibit that could include films, PowerPoint presentations, and workshops that accompany it. It could be used by school groups, and operated by seasonal staff. It could be based upon the average internee's experience.
- Work locally with the Valley School, Magic Valley Alternative School, and Jerome School District.
- Minidoka educational materials and funding should be made available to the College of Southern Idaho (CSI), to augment their existing facilities and resources. The public could have access to these materials at CSI.
- Partner with the Idaho Council for Social Studies to promote Minidoka at their annual state convention or at a regional event. Need a chapter in the Idaho history books about Minidoka.
- Develop an education component to work with social studies teachers, such as the National Council for Social Studies (NCSS), state departments of public instruction, etc. This should be coordinated with other existing organizations beyond the borders of Idaho.
- Develop a program where students could receive academic credits for participating in national monument activities, such as archeological projects. Educational programs could also be part of "outdoors school" in order to learn civic lessons.

- Create an educational program targeted for the descendants of former internees. This type of program would encourage descendants to keep their families' stories alive.
- Build a curriculum that is simple enough to teach. It should comply with the "No Child Left Behind" standards.
- Create a program for individuals to make commemorative artwork.
- Develop a living history program.
- Provide a bilingual interpretive program (Japanese/ English), as many Japanese nationals have an interest in Minidoka.
- Work with architecture or engineering classes at Idaho universities to build a scale model of the camp and of the water towers.

### Off- site Education

- Develop off-site interpretation at the various "assembly center" locations where internees were sent prior to Minidoka and at some of the places where internees leaving camp were relocated.
- Provide educational information at the Eden railroad stop where internees were unloaded. This location could help to provide visitors with sense of the internees' arrival experience.

### Cultural Resources

#### Collections

- Collect and display artifacts, such as arts and crafts and scrap lumber furniture that internees created at Minidoka.
- Collaborate with museums and other organizations to increase knowledge of and accessibility to artifacts and memorabilia

curated and protected by Minidoka Internment National Monument.

## Oral History

- Contact the former teachers, military police, and other staff that worked at the Minidoka WRA Center to obtain oral histories and other information that could be used interpretively.

## Barracks Block

- George Nakashima, furniture designer and architect, designed and built a “model apartment” for his family at Minidoka. With the help of Nakashima’s descendents, recreate the “model apartment” based on historic photographs and drawings.
- The bathroom, toilet, and laundry room should be authentic: showers with no partitions, toilets with no partitions or with cardboard boxes used for privacy, scrub boards to wash clothes, sheets, and towels by hand, etc. The mess halls should contain the “picnic” tables where meals were eaten with audio of three hundred people eating together.
- To reflect the complexity of historical experience, to express the values of most internees, and to show why relocation was unjust and unnecessary, it is important to balance symbols of incarceration with those of internee life. Perhaps nothing better expresses the culture, the endurance, and the vitality of internee experiences than does a garden. Thus, in addition to Fujitaro Kubota’s entry garden, it would be very effective to recreate one or more of the gardens in front of the residential barracks.
- Restore unpaved pathways and wooden boardwalks that the internees built and used at Minidoka Relocation Center.
- Show the little details-“I remember the satin flags with stars hanging...to represent each family member serving in the

military... A gold star was placed by names on the Honor Roll to show that that soldier had died in combat... Pail and brush to clean shoes...”

- Consider restoring recreation areas, including baseball fields, recreation halls, etc.

## Natural Resources

- Consider contaminants from the World War II era that may be on-site and at the historic Minidoka Relocation Center landfill, including burned coal residue, arsenic, heavy metals, radioactive isotopes, gas/diesel underground storage tanks, and residue from the historic wastewater treatment system.

## Visitor Use and Facilities

- Visitors should be able to experience Minidoka at their own pace and in their own space. There should be no entrance fee or mandatory guided tours.
- Provide space for a bookstore and gift shop. Sell items that reflect the experiences of the internees, similar to the historic canteen items.
- Develop a large outdoor gathering space.
- Construct a picnic area for visitors.
- Provide a classroom and discussion group area.
- Include copies of the *Minidoka Irrigator* newspaper and *Hunt Highlights* at a library that it is open to the public.
- Artists should be involved early in the development of the monument and their work fully integrated into the design.

## Partnerships and Outreach

- Consider partnerships with the following organizations:
  - National Organizations: Japanese American Citizens League (specifically chapters located in Idaho, Washington, Oregon and Alaska), Asian American Comparative Collection at the University of Idaho, Smithsonian, Nisei Veterans associations, Japanese American churches, state historical societies, Boy and Girl Scouts, Japanese sister city programs, Pearl Harbor Association, universities and schools.
  - Idaho Organizations: Friends of Minidoka Inc., Jerome County Historical Society, North Side Canal Company, College of Southern Idaho and the Herrett Center, South-Central Idaho Tourism and Recreational Development Association, chambers of commerce, Idaho Farm and Ranch Museum,
  - Oregon Organizations: Oregon Nikkei Legacy Center, Oregon Cultural Heritage Commission, Four Rivers Cultural Center,
  - Washington Organizations: Wing Luke Asian Museum, Denso Project, University of Washington Department of American Ethnic Studies,
  - California Organizations: Japanese American National Museum, National Japanese American Historical Society, Japanese American National Library, University of California at Davis (Japanese American oral history project).
- Keep in continuous contact with Japanese American community, as input is vital for outreach and educational outreach.

- Make connections with churches throughout the nation that provided Christmas gifts to children at Minidoka; outreach to these communities.
- Develop a recreational program related to historic significance of baseball, with teams from across the nation coming to Minidoka to play baseball.
- Encourage the development of an Asian American think tank, race relations research center, conference center for seminars.

## Land Protection and Boundaries

- Through cooperative agreements, encourage the protection of prominent topographic and landscape features and the character of the historic camp landscape. For example, use conservation easements, conservation plans, and scenic conservation easements.
- Develop strategies for creative management and acquisition measures with partners (e.g. non-profit acquisition of land in efforts to preserve or expand national monument boundary). Only consider willing buyer, willing seller for boundary adjustments. Condemnation is not an option.
- Consult with the landowner to explore the remnants of the historic Nitta garden/Wildlife Preserve. Some internees had experiences there as children played there.
- To orient visitors to the site and to indicate the spatial relationship of the present-day national monument to the former Minidoka Relocation Center, work with neighboring properties to mark the historic boundaries, guard towers, and water towers at the camp. Mark these locations with tall slender poles or other indicators that could be color-coded or numbered and referenced to a site plan drawing.

## Access and Circulation

- Issues and ideas to consider in the transportation study- re-routing Hunt Road, create turnouts, or construct speed bumps. 400 South should be extended as a paved through roadway, including a bridge over the North Side Canal.
- Consider shuttle or transit service to the national monument with an interpretive guide or tour. This would limit the number of vehicles on the roads in and around the national monument.
- In cooperation with Amtrak, arrange for passenger train service to a stop near Minidoka Internment National Monument. Arriving visitors would then be bussed to the national monument. This could be symbolic of the transportation of arriving internees to the camp by train and bus.

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## Agency Consultation and Coordination

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Consultation and coordination efforts were ongoing during the preparation of the general management plan.

The Federal Land Policy and Management Act, Title II, Section 202, provides guidance for coordinating planning efforts with American Indian tribes, other federal departments, and agencies of the state and local governments. All local governments, tribal governments, and federal and state agencies with resource management responsibilities or interest in the planning area were informed of the planning effort and encouraged to participate.

In keeping with the provisions of the National Historic Preservation Act- Section 106 process, the NPS Pacific West Region- Seattle Office established opportunities for interaction with tribal officials. Shoshone-Bannock Tribes were consulted for this project, however no formal response was received from the tribes.

The State Historic Preservation Offices (SHPO) were consulted concerning any resource management proposals that might have affected a cultural property listed on or eligible for the National Register of Historic Places (NRHP). Since the nature of the project concerned stakeholders and related sites in neighboring states, the NPS consulted with the SHPO in Idaho, Washington, Oregon, as well as the Advisory Council on Historic Preservation.

The Endangered Species Act of 1973 (ESA), as amended, directs every federal agency to ensure that any action it authorizes, funds, or carries out is not likely to jeopardize the existence of any listed species or destroy or adversely modify critical habitat (50 CFR 400). The ESA authorizes federal agencies to enter into early consultation with the USFWS to make those determinations. Formal consultation with the USFWS under Section 7b of the ESA was conducted in February 2004.

## Print and Broadcast Media

Throughout the planning process and at every public involvement period, press releases were provided to print and broadcast media. Many newspapers, community newsletters, television and radio stations announced the public workshops and featured stories on Minidoka. The following table includes the print and broadcast media that were contacted during the planning process.

**Table 8: Media Organizations on the Minidoka Internment NM Mailing List**

### IDAHO STATE MEDIA

KORR Radio	American Falls
Power Con. Press	American Falls
Arco Advertiser	Arco
KCVI Radio	Blackfoot
KECN/KLCE Radio	Blackfoot
KICN Radio	Blackfoot
The Morning News	Blackfoot
KIVI Television	Boise
KBOI/KQFC Radio	Boise
KLCI Radio	Boise
KGEM/KJOT Radio	Boise
KQXR Radio	Boise
KANR Radio	Boise
KTIK Radio	Boise
KXLT/KCIX Radio	Boise
KARO Radio	Boise
KBCI Television	Boise
KTVB Television	Boise

The Idaho Statesman	Boise
KSPD/KBXL Radio	Boise
KKIC/KJHY Radio	Boise
KIDO 580 Newsradio	Boise
KBSU Radio	Boise
KAID Television	Boise
Buhl Herald	Buhl
KBAR/KZDX Radio	Burley
South Idaho Press	Burley
KBGN Radio	Caldwell
KTSY Radio	Caldwell
KHDT Television	Caldwell
Gooding Co. Leader	Gooding
Lincoln Co. Journal	Gooding
Wood River Journal	Hailey
KFTZ/KOSZ Radio	Idaho Falls
Post Register	Idaho Falls
KUPI Radio	Idaho Falls
KIDK Television	Idaho Falls
KIFI Television	Idaho Falls
KID Radio	Idaho Falls
KART/KMXV Radio	Jerome
North Side News	Jerome
Idaho Press Tribune	Nampa
KTRV Television	Nampa
Idaho State Journal	Pocatello
KOUU/KXBQ Radio	Pocatello
KPVI Television	Pocatello
KSEI/KMGI Radio	Pocatello
KWIK/KPKY Radio	Pocatello
KISU Television	Pocatello

KBBK/KKMV Radio	Rupert	Globe	Marysville
Minidoka Co. News	Rupert	Reporter	Mercer Island
KCIR Radio	Twin Falls	Monroe Monitor	Monroe
KKVI Television	Twin Falls	KAPS Radio	Mount Vernon
KMVT Television	Twin Falls	KBRC Radio	Mount Vernon
KTFI Radio	Twin Falls	Skagit Valley Herald	Mount Vernon
KAWZ Radio	Twin Falls	Daily Olympian	Olympia
KEZJ/KLIX Radio	Twin Falls	Kitsap County Herald	Paulsbo
Twin Falls Times-News	Twin Falls	KONP Radio	Port Angeles
KWEI Radio	Weiser	Port Angeles Daily News	Port Angeles
Weiser American Signal	Weiser	Channels 3 and 10	Port Angeles

#### WASHINGTON STATE MEDIA

KAGT Radio	Anacortes	Independent	Port Orchard
Anacortes American	Anacortes	Leader	Port Townsend
Bainbridge Review	Bainbridge Is.	Pierce County Herald	Puyallup
Daily Journal-American	Bellevue	KTACAM-FM	Seattle
Northshore Citizen	Bellevue	KRAB Radio	Seattle
KGMI Radio	Bellingham	KOMO-TV	Seattle
KVOS-TV	Bellingham	International Examiner	Seattle
KPUG Radio	Bellingham	Northwest Asian Weekly	Seattle
The Herald	Bellingham	North American Post	Seattle
Bremerton Sun	Bremerton	KJR/KUBE Radio	Seattle
Dispatch	Eatonville	The Seattle Times	Seattle
The Herald	Everett	KIRO-TV	Seattle
Friday Harbor Journal	Friday Harbor	Post - Intelligencer	Seattle
Peninsula Gateway	Gig Harbor	KUOW Radio	Seattle
Daily News-Journal	Kent	KMITT AM-FM Radio	Seattle
The Valley Newspapers	Kent	KCTS-TV	Seattle
Chinook Observer	Long Beach	KOMO Radio	Seattle
The Enterprise	Lynnwood	KIRO Radio Inc	Seattle
		KING Radio	Seattle
		KING-TV	Seattle

West Seattle Herald	Seattle	News	Hood River
KCIS/KCMS	Seattle	Herald and News	Klamath Falls
Everett News Tribune	Snohomish	KFLS Radio	Klamath Falls
Valley Record	Snoqualmie	KOTI-TV	Klamath Falls
KHQ Radio	Spokane	KAGO Radio	Klamath Falls
KHQ-TV	Spokane	West Linn Tidings	Lake Oswego
KXLY Radio	Spokane	Daily Argus Observer	Ontario
KXLY-TV	Spokane	The Asian Reporter	Portland
KSAPS-TV	Spokane	Yuuyake Shimbun	Portland
Spokesman-Review	Spokane	Oregonian	Portland
KGA Radio	Spokane	Associated Press	Portland
Tacoma Daily Index	Tacoma	Willamette Week	Portland
KTPS-TV	Tacoma	KATU-TV	Portland
Morning News Tribune	Tacoma	KPTV-TV	Portland
The Columbian	Vancouver	Portland Observer	Portland
Beachcomber	Vashon	KGW-TV	Portland
Union-Bulletin	Walla Walla	KINK Radio	Portland
Kenmore Northlake News	Woodinville	KOIN-TV	Portland
Weekly	Woodinville	Daily Journal of Commerce	Portland
<b>OREGON STATE MEDIA</b>		Statesman-Journal	Salem
KAST Radio	Astoria	Post	Sandy
Daily Astorian	Astoria	Appeal Tribune	Silverton
KVAS FM	Astoria	The Dalles Chronicle	The Dalles
Record-Courier	Baker		
Times (Tigard)	Beaverton	<b>NATIONAL JAPANESE AMERICAN MEDIA</b>	
Valley News	Beaverton	Genki Publishing	Boston, MA
Clackamas County News	Estacada	Epic World	Tokyo, Japan
Register Guard	Eugene	The Florida News	Miami, FL
News-Times	Forest Grove	J Desk International	Hartland, WI
Gresham Outlook	Gresham	Midamerica Guide	Chicago, IL
Argus	Hillsboro	Chicago Shimpo	Chicago, IL

Radio KZOO	Honolulu, HI
East West Journal	Honolulu, HI
Hawaii Hochi	Honolulu, HI
OCS America	Long Isl., NY
TV-JAPAN	New York, NY
Plaza Tsushin	New York, NY
U.S. Nippon Communications	New York, NY
U.S. Frontline News	New York, NY
Nihon Keizai Shimbun	New York, NY
Asahi Shimbun	New York, NY
Japanese Daily Sun	New York, NY
Japan Media Productions	New York, NY
Yomiuri American (NY)	New York, NY
Tokyo TV Broadcasting	Brisbane, CA
Kempo Television Network	Diamond Bar, CA
Gateway USA	Los Angeles, CA
Rafu Shimpo	Los Angeles, CA
Nihon Keizai Shimbun	Los Angeles, CA
Japan Television Network	San Francisco, CA
Radio Mainichi	San Francisco, CA
Hokubei Mainichi	San Francisco, CA
Nichi Bei Times	San Francisco, CA
Fax Mainichi USA	Santa Monica, CA
BRIDGE U.S.A.	Torrance, CA
Radio Pacific Japan	Torrance, CA
Yomiuri America	Torrance, CA

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